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**LIST OF SELECTED PUBLICATIONS
FOR CONSERVATION AND
RESOURCE-USE EDUCATION**

(Federal, State and Area Publications)

Compiled by Evangeline Friedl, Section of Education
Division of Information



UNITED STATES DEPARTMENT OF AGRICULTURE

2 U.S. SOIL CONSERVATION SERVICE

5a Washington, D. C.

LIST OF SELECTED PUBLICATIONS FOR CONSERVATION AND RESOURCE-USE EDUCATION

(Federal, State, and Area Publications)

Compiled by Evangeline Friedl, Section of Education
Soil Conservation Service, Washington, D. C.

USING RESOURCES OF THE COMMUNITY--TO BUILD A SCHOOL PROGRAM. Prepared by Frank Philpot. State Department of Education, Montgomery, Alabama, 1950. 118 pp.

This bulletin does not propose to provide all of the guides needed in the development of this phase of a school program. It should, however, help the school administrator and the teachers to understand better the need for resource-use education and the means used by a number of schools in developing this phase of their program.

NATURAL RESOURCES OF ARIZONA--A GUIDE FOR IMPROVED TEACHING. Published by Arizona Conservation Club, Inc. Box 758, Tempe, Arizona, 1950. 146 pp.

This publication is specifically designed to provide factual information to the teacher on the natural resources of Arizona, visual and other teaching aids, sources of availability, suggested classroom use, supplemental reading and reference materials. Presented in outline form.

CALIFORNIA'S NATURAL WEALTH--A CONSERVATION GUIDE FOR SECONDARY SCHOOLS. Prepared under the direction of the California Conservation Council, Sacramento, California, 1940. 124 pp., illus.

The preparation of this bulletin has been a cooperative project for the benefit of secondary schools in California. The council assumed responsibility for the collecting and compiling of material, contributed to the cost of printing and will furnish copies for all private secondary schools and colleges in California. It is distributed to the public schools by the California State Department of Education.

THE LITTLE HILLSIDE. Published by California Department of Natural Resources, Sacramento, California, 1951. 13 pp., illus.

This is a story about a hillside written by sixth grade pupils of Sherwood School in Salinas, California. It tells about a great fire that destroyed the trees, grass and flowers on the hillside, leaving it bare. It tells how the children, feeling sorry for the hillside, planted trees and grass seed and how, after many years, the hillside was no longer bare and other boys and girls could enjoy the picnics they were able to have there.

A GUIDEBOOK FOR CONSERVATION EDUCATION. By State of California Department of Natural Resources in Cooperation with Department of Education, Sacramento, California, 1950. 48 pp.

This booklet is one product of interdepartmental cooperation by the Department of Natural Resources and the Department of Education, and agencies of the State of California who have joined in a cooperative project to create an awareness and understanding of conservation of our natural resources among the younger people of California. The teacher should read well the first chapter to appreciate the philosophy expressed in the Guidebook; and to utilize the practical information contained in the succeeding chapters.

CALIFORNIA FISH AND GAME--Conservation of Wildlife through Education. By William P. Dasmann. State of California Division of Fish and Game, Sacramento, California, 1950. 284 pp., illus.

This is a story with pictures of basic deer management.

LET'S SAVE SOIL WITH SAM AND SUE. Prepared by the Alabama Polytechnic Institute and the Soil Conservation Service Co-operating. Available from the Soil Conservation Service, Washington, D. C., 1951. 28 pp., illus.

A story book for little children. It gives them an understanding of the nature of soil and the need for its protection and conservation. It is a picture book (both drawings and photographs) with text suitable for primary grades.

CONSERVATION EDUCATION IN AMERICAN SCHOOLS. Twenty-Ninth Yearbook of the American Association of School Administrators, Washington, D. C., 1951. 527 pp., illus. \$4.00.

This is not a textbook on conservation, or a compendium of technical information about conservation practices. Rather, it is an administrator's guide, which defines a broad area of school responsibility and indicates what can be done about it. Challenges, guides, practices, materials, and facilities are outlined in ways which should be helpful to school administrators in expanding and improving school programs on conservation education.

OPPORTUNITIES FOR EDUCATION IN SOIL AND WATER CONSERVATION. Compiled by Florence B. Hamilton, Soil Conservation Service, Washington, D. C., 1951. 43 pp.

The information contained in this pamphlet is mainly for use of employees (or future employees) of the Soil Conservation Service. There are objectives to keep in mind: (a) to aid those who have desires leading toward a career in soil and water conservation work, and (b) to aid those in the Soil Conservation Service in learning where opportunities exist to train themselves in additional technical lines in soil and water conservation. Presented in outline form.

YOUTH CAN HELP CONSERVE THESE RESOURCES--SOIL, WATER, WOODLAND, WILDLIFE, GRASS. By Soil Conservation Service, United States Department of Agriculture, Washington, D. C., Agriculture Information Bulletin 52, 1951, 24 pp., illus.

This picture booklet is addressed to the young people of America. Each page consists of a large picture, with a brief explanatory paragraph, showing a type of soil erosion or a conservation method

of major importance. There is a foreword written by Dr. Hugh H. Bennett especially for the youth of the Nation.

MODERN WAYS IN ONE- and TWO-TEACHER SCHOOLS. By Effie G. Bathurst and Jane Franseth. Federal Security Agency, Bulletin No. 18, Washington, D. C., 1951. 48 pp., illus. 20 cents.

This bulletin describes practices in one- and two-teacher schools that are helping rural boys and girls get a good education. It contains suggestions for improving the programs of schools that do not meet the needs of boys and girls in the country today.

SCHOOLS COUNT IN COUNTRY LIFE. By Effie G. Bathurst. Federal Security Agency, Washington, D. C., 1947. 61 pp., illus. Price 20 cents.

This bulletin is written to help answer questions on the rural school's part in good living. It will be useful to teachers, parents, and supervisors in discussion groups or in individual planning. It points out that rural communities are making new demands on education. It shows scenes from schools that are meeting such demands through improvement-of-living curriculums.

WHERE CHILDREN LIVE AFFECTS CURRICULUM. By Effie G. Bathurst. Federal Security Agency, Washington, D. C., 1950. 77 pp., illus. Price 25 cents.

This bulletin deals with everyday problems of boys and girls. It shows how groups of children and their teachers have tackled such problems and made some progress in solving them. It shows that the curricular activities in which children engage in solving real-life problems are often different in different regions, communities, and neighborhoods where the children live. In general, the bulletin is aimed at curricular improvement rather than sociological analysis.

FLORIDA: WEALTH OR WASTE? Florida State Department of Education, Tallahassee, Florida, 1946. 210 pp., illus.

It is hoped that this volume will aid the boys and girls of Florida to understand more clearly the problems confronting the state and to appreciate more fully its wonderful opportunities. The text attempts to present to teachers and pupils the necessity for a careful and analytical re-examination of how man is using his total resources in this state.

LEARNING BY LIVING--EDUCATION FOR WISE USE OF RESOURCES. Southern States Work Conference on Educational Problems, Sponsored by State Departments of Education and State Education Associations of the Southern Region, Tallahassee, Florida, 1950. 122 pp.

This is the result of cooperative effort by many people over a period of three years. The first part of the book contains examples of school programs and activities, selected to illustrate the resource-use education approach. The second part describes and discusses methods and procedures for planning and carrying out such school programs. Part three focuses upon the role and problems of school administration in relation to such an approach, and part four discusses the role of teacher education in making possible and assisting a resource-use education approach to local school programs.

MAN AND THE SOIL. By Karl B. Mickey, International Harvester Company, Chicago, Illinois, 1945. 110 pp. Free.

This is a brief nontechnical introduction to the study of soil conservation. It shows how man's whole social order is dependent upon the basic natural resource, the soil.

OUR DAILY BREAD. By Susan Myrick, Interstate Printers and Publishers, Danville, Illinois, 1950. 212 pp., illus. \$2.04 single copy; ten percent educational discount, single copy; twenty percent educational discount two or more.

A conservation reader for primary grade children. In simple story form it presents the rudiments of soil and water conservation, to teach children that everything they eat and everything they wear comes from the soil, and to give them an understanding of protecting and replenishing the soil's fertility. At the end of the book there are suggestions for classroom activities and questions for discussion by the pupils.

THIS IS OUR SOIL. Prepared by Ernest D. Walker and Albert B. Foster. Issued by Superintendent of Public Instruction, Springfield, Illinois, 1949. 48 pp., illus. Price 36 cents for single copies. Discount for quantities.

This booklet was prepared for the boys and girls enrolled in the public schools of the State of Illinois. It is a booklet which is hoped will be read for the purpose of understanding the soil which gives us plant and animal life.

CONSERVATION OF PLANTS--Trees, Shrubs--Grasses and Flowers. State Department of Public Instruction Bulletin No. 173, Purdue University, Lafayette, Indiana, 1946. 40 pp., illus.

The text of the discussion on conservation has been phrased in simple language accommodated to the reading ability of the average pupil in Indiana schools between the seventh and ninth grades. The outline of activities presents a wealth of suggestions that should be helpful to teachers in making the study of natural resources in true addition to, and an important part of, their present fields of instruction. Presented in outline form.

CONSERVATION OF SOILS. State of Indiana Department of Public Instruction, Purdue University, Lafayette, Indiana, 1947. 40 pp., illus.

In this pamphlet, effort has been made to present this very important subject "Conservation of Soils", in a style of phraseology to appeal to and be understood by the average pupil in Indiana Schools, grades seven to nine inclusive. Suggested activities add to the value of this pamphlet as a teaching aid and therefore should be welcomed by the teachers.

CONSERVATION OF WILDLIFE IN INDIANA. By Indiana Department of Public Instruction, Purdue University, Lafayette, Indiana, 1947. 64 pp., illus.

The text of the discussion of this bulletin has been phrased in simple language accommodated to the reading of the average pupil in Indiana schools between the seventh and ninth grades. These conservation bulletins are all an important addition to secondary school instruction.

SCIENTISTS LOOK AT RESOURCES. Published quarterly by the University of Kentucky, Bureau of School Service, College of Education, Lexington, Kentucky, 1948. 160 pp., illus.

This is the first report from the Gatlinburg Conference III. The issue of the Bulletin should make a contribution to greater knowledge of the scientific principles underlying resource development and to the need of teachers for more comprehensive information on the resources of the Southern region.

BEHIND THE CURTAIN OF GREEN--Teaching Forestry in Louisiana. Issued by Shelby M. Jackson, State Superintendent of Education, Baton Rouge, Louisiana, 1950. 112 pp., illus.

This publication was developed by a committee of interested teachers, working with personnel of the Louisiana Forestry Commission and the Louisiana Department of Education. It has been designed to aid teachers of grades 1-12 to assist students in their classes to gain the major concepts required for wise use of our forests. The major emphasis is on proper forest usage. Presented in outline form.

SOIL CONSERVATION--A LA LOUISIANNE. Prepared by I. C. Cowart and R. C. Stringfield. Issued by Shelby M. Jackson, State Superintendent of Education, Baton Rouge, Louisiana, 1951. 130 pp., illus.

This bulletin has been prepared for the purpose of aiding in the development of conservation education in Louisiana.

MAINE SCHOOLS--INTRODUCTION TO CONSERVATION EDUCATION. Issued by the State Department of Education, Augusta, Maine, 1951, 16 pp.

This is an outline for use in the elementary schools prepared by instructors and students in teachers training institutions within the state.

SOIL CONSERVATION AND LAND USE. Michigan Department of Conservation Education Division, Lansing, Michigan, 1951. 9 pp.

An activities outline for teachers. Outline is presented for early elementary through high school grades.

A GUIDE FOR INSTRUCTION IN SCIENCE AND CONSERVATION. Minnesota State Department of Education, St. Paul, Minnesota, 1951. 158 pp.

This guide may be helpful to school administrators and teachers in setting up the science and conservation program in a school. Presented in outline form for elementary school grades one through eighth.

CONSERVATION OF WILD FLOWERS. By Mrs. Glen P. Sheedy, Mississippi State College, School of Education, State College, Mississippi, 1951. 7 pp., mimeographed.

This teaching unit on conservation of wild flowers was developed for use on the third grade level. The author states the general objectives and specific aims of the unit, prepares a topical outline, suggests a variety of learning experiences for the children, indicates some means of evaluation, and lists both references for the teachers and instructional materials for the pupils. Teachers are invited to use this teaching unit in developing suitable units for their own classrooms. Presented in outline form.

MISSISSIPPI RESOURCES LIBRARY. By Mississippi State College School of Education, Department of Resource-Use Education, State College, Mississippi.

A mimeographed series of bulletins on the resources of the state, including units of work and bibliographies.

CONSERVING OUR FOREST. By Mrs. Willie Mae Waldrop, Mississippi State College, School of Education, State College, Mississippi, 1951. 11 pp., mimeographed.

The teaching unit in forest conservation for the fourth or fifth grades was prepared by Mrs. Waldrop to meet the needs of her pupils. She has stated some desirable general objectives and specific aims, prepared an outline to topics, suggested a variety of learning activities, proposed means for evaluating outcomes, and listed suitable instructional materials. Teachers are invited to use this unit of work in preparing suitable teaching units to meet the needs of their pupils and of the communities in which they teach. Presented in outline form.

SOIL CONSERVATION. By Mrs. Clytie M. Curry, Mississippi State College School of Education, State College, Mississippi, 1951. 10 pp., mimeographed.

This teaching unit was developed to meet the needs of sixth grade pupils. It lists some general objectives and specific aims, indicates the scope of the unit, suggests suitable learning experiences for pupils, provides means for evaluation, and selects suitable instructional materials. Other teachers are invited to use this teaching unit in developing suitable units for their pupils. Presented in outline form.

THE CONSERVATION OF NATURAL AND HUMAN RESOURCES IN MONTANA. Prepared by a Committee from the Several Units of the University of Montana, Helena, Montana, 1946. 28 pp., mimeographed.

This outline for a course is designed largely for teachers in the elementary and secondary schools of Montana. The aim is to give the Montana teacher an overview of the major fields and problems in the conservation movement which can be used in many related fields in the classroom in all grades.

SAVE OUR SOIL. By Edgar S. Farley. Issued by Division of Supervision and Curriculum, Nebraska Department of Public Instruction, Lincoln, Nebraska, 1949. 34 pp., illus.

This unit of study on soil conservation has been developed in an effort to aid high school teachers in providing suitable learning experiences concerning the problem of conserving our most vital physical resource--the soil.

TENTATIVE GUIDE TO RESOURCE-USE EDUCATION WORKSHOPS. Committee on Southern Regional Studies and Education and The American Council on Education, 1950. 63 pp. 1705 Mass. Ave., N. W., Washington, D. C. Price 50 cents.

The purpose of this guide is to help administrators, directors, consultants and participants plan, organize, conduct and evaluate resource-use education workshops. Presented in outline form.

SOCIAL STUDIES FOR NEBRASKA ELEMENTARY SCHOOL CHILDREN. By Edith S. Greer, Evangeline Waite and George E. Rotter. Issued by Division of Supervision and Curriculum, Nebraska Department of Public Instruction, Lincoln, Nebraska, 1950. 172 pp.

This course of study in elementary school social studies has been prepared to aid teachers in providing a more nearly adequate program in a field most important to the development of good citizenship. Careful attention has been given to social studies and conservation. There is also careful enumeration of specific objectives and the suggesting of methods whereby the teacher may help boys and girls attain those objectives. Presented in outline form.

EDUCATION IN CONSERVATION OF SOIL AND WATER. Report of the Northern Great Plains Conservation Education Committee, Lincoln, Nebraska, 1945. 47 pp.

This is a report of the summer workshop held in Lincoln, summer of 1945. The report gives a suggested approach to the problem of education in soil and water conservation for elementary and secondary schools and teacher-education institutions in the Northern Great Plains Region.

CONSERVATION AND NEVADA. Issued by Nevada State Department of Public Instruction, Carson City, Nevada, 1949. 131 pp., illus.

This is a textbook for use in the public schools of Nevada.

FORESTRY--CONSERVATION OF NATURAL RESOURCES. New Hampshire State Board of Education, Concord, New Hampshire, 1947. 48 pp., illus.

A program of studies recommended for the public schools of New Hampshire, grades one through eight. It is a nature study with the emphasis on the stimulation of the questions: why, how, when, where, and what.

WORKING WITH SOIL--or SOIL CONSERVATION. By Marie Kuhn.

State Teachers college, Upper Montclair, New Jersey, and New Jersey School of Conservation, Branchville, New Jersey.

A mimeographed outline used in working with soil.

TOWARD BETTER TEACHING OF SOIL AND WATER CONSERVATION. University of New Mexico Publications in Education No. 1. The University of New Mexico Press, Albuquerque, New Mexico, 1947. 22 pp. 25 cents.

This report is not intended for use as a teaching plan or course of study. The ultimate objective of this report is to have soil and water conservation properly and effectively taught in the public and private schools of Arizona, Colorado, New Mexico, and Utah.

MUDDY WATER. By Henrie Andrews Howell. Prepared by American Association of Colleges for Teacher Education, Project in Applied Economics Inc., New York, New York, 1949. 94 pp., illus. 35 cents. Available from Applied Economics, Inc. 40 Church St. Winchester, Massachusetts.

In narrative style relates the story of a boy and his family who move from the city to a rundown farm; how with the aid of conservation experts they rebuild their farm, and in the end they are able to thwart a devastating storm by having used good conservation practices. In the course of the story, methods of soil, water, forest,

and wildlife conservation are explained. Can be read and enjoyed by children in the intermediate grades.

IN-SERVICE TRAINING IN CONSERVATION EDUCATION. By Helen B. Ross. Cornell Miscellaneous Bulletin No. 9, Ithaca, New York, 1951. 15 pp., illus.

This bulletin has been prepared with two aims in mind: (1) that the discussion of various workshops may help to answer the many requests for information that the author has received concerning conservation-education-training techniques; and (2) that the annotated list of courses may serve as a guide to teachers and others who are interested in enrolling in a course designed to train teachers and youth leaders in conservation education.

HOW MONEY GOES UP IN SMOKE. Published by the International Paper Company, New York, New York, 1950. 16 pp., illus. Free.

This is a story done in nearly a hundred cartoons in color. It tells the story of the importance of southern woodlots. It describes the danger and the waste of forest fires, and the steps which farmers and others can take to prevent these costly losses.

TRAILS FOR WORSHIP. By Mae Sigler. Abingdon-Cokesburg Press, New York, New York, 1951. 31 pp., illus.

This is a campers' book for use with "Our part in God's Plan". A book for Christian Adventure camps. Written in prose and poetry.

THE STORY OF ALASKA. By Clara Lambert. Harper & Brothers, New York, New York, 1940. 38 pp., illus. \$1.50.

This story of Alaska tells of the many riches deposited there many ages ago. It is a story of Alaska as the last frontier; its Northern Lights, animals, fishing industry, its glaciers, the Matanuska Valley, pioneered in 1935 by farmers from Minnesota, Wisconsin and Michigan. It tells of the gold industry and other precious minerals along with the logging industry. There is a story about trapping and hunting done by the natives and white man, sea beasts and reindeer brought into Alaska to keep the Eskimos from starving, and finally the story of the Eskimo and Indian crafts and artists. The story is written simply and the pictures illustrated in color tell a story all their own. For elementary reading.

THIS LAND OF OURS. By Maxwell S. Stewart, Public Affairs Committee, Inc., New York, New York, 1950. 32 pp., illus. 30 cents.

This pamphlet has been prepared with the cooperation and assistance of the Conservation Foundation. The purpose of the Foundation is to promote conservation of the earth's life-supporting resources--animal life, forests, and other plant life, water resources, and productive soils--and to advance, improve, and encourage knowledge and understanding of such resources. In this pamphlet the Public Affairs Committee has made extensive use of photographs for the first time in its rather lengthy experience in preparing educational materials for the man in the street.

THE CROP THAT DID NOT FAIL. Published by International Paper Company, New York, New York, 1951. 16 pp., illus. Free.

This is a soil conservation story done in nearly a hundred cartoons in color. It tells about a farmer and his young son, and how

they saved their 200-acre farm with the help of the conservation technicians who were working in their community.

RESOURCE-USE EDUCATION CONFERENCE. Sponsored by the North Carolina Resource-Use Education Commission and the North Carolina Department of Public Instruction, Chapel Hill, North Carolina, 1949. 96 pp.

This conference was designed to bring school people and representatives of resource agencies together to better understand the resource problems and programs in North Carolina, to evaluate present resource-use activities in the schools, to develop plans for more classroom activities in science and social studies in the elementary program and to develop plans for additional emphasis in college and in-service training programs. Presented in outline form.

DEVELOPING OUR RESOURCES. Sponsored by the North Carolina Resource-Use Education Commission and the North Carolina Department of Public Instruction, Raleigh, North Carolina, 1950. 159 pp.

This is the proceedings of the North Carolina third Annual Resource-Use Education Conference at Chapel Hill during the summer of 1950.

SCIENCE AND CHANGE IN ALAMANCE COUNTY LIFE. Issued by the Public Schools of Alamance County, North Carolina, 1938. 40 pp., illus.

A background for the development of science studies in the schools of Alamance County, North Carolina.

CONSERVATION--SOIL AND WATER. Issued by Department of Public Instruction, Bismarck, North Dakota, 1948. 127 pp., illus. \$1.00.

This publication is a collection of thoughts, suggestions and illustrations that will be helpful in emphasizing to our boys and girls the value of the heritage of our soil, the importance of its proper and wise use, as well as our responsibility in its use. The purpose is to present factual knowledge in the field of soil conservation in North Dakota. The publication is intended to be used at the Junior High School level which ordinarily includes grades 7, 8 and 9.

PARTNERS WITH NATURE. By Ivah Green. International Textbook Company, Scranton, Pennsylvania, 1950. 112 pp., illus. \$1.25.

A skillfully written book for children. The hibernating toad, bumblebees winning the Boer War, the fifty thousand earthworms living in an acre of ground, the farmer and the soil and the corn kernel working together to make sugar and starch, bacteria causing dead plants to decay--all these become story characters in the child's mind. Then, the main chapter, "Help Nature by Saving Soil and Water," comes as a reasonable and natural climax. The author has succeeded admirably in making soil and water "alive." An excellent book for children in the elementary grades.

THE ELEMENTARY COURSE OF STUDY. Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1949. 285 pp., illus.

This bulletin is a course of study indicating tentative scope and sequence, in terms of growth levels, in the various areas of learning or divisions of subject matter.

COURSE OF STUDY IN SCIENCE FOR SECONDARY SCHOOLS.

Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1951. 369 pp., illus.

This bulletin reviews and reports research in science teaching. It selects, describes, and gives examples of the best practices that can be found. It indicates how good practices can be applied in classrooms and laboratories, and it suggests scope and sequence for local planning by teachers in the several secondary school science fields. Recommendations are made which both experienced and inexperienced teachers will find useful, instructive, and stimulating. Presented in outline form.

GENERAL SCIENCE FOR SECONDARY SCHOOLS. Issued by Department of Public Instruction, Pierre, South Dakota, 1950. 164 pp. No. 45.

The material in this course of study was developed in a curriculum workshop at South Dakota State College, Brookings, South Dakota. It is the aid of this curriculum guide to improve instruction in science in the upper grades and high schools.

BIOLOGY FOR SECONDARY SCHOOLS. Department of Public Instruction, Pierre, South Dakota, 1950. 138 pp.

This course of study in biology represents the diligent work and concerted efforts of a group of high school biology teachers, who worked for a six week period during the summer at South Dakota State College. The committee has set forth the philosophy of science teaching in high school. Recommended for use by high school science teachers. Presented in outline form.

GENERAL SCIENCE FOR ELEMENTARY SCHOOLS. South Dakota Department of Public Instructions, Pierre, South Dakota, 1950. 105 pp.

The course of study in general science as presented here represents the concentrated efforts of a group of science teachers, working together for a period of six weeks under expert guidance and supervision. We believe that the teachers of the state of South Dakota will find this guide very valuable in the classroom. Seventh-eighth grade level. Presented in outline form.

THE TEACHING OF CONSERVATION. Report of the Work Conference at North Texas State College, Denton, Texas. Printed by Hardin College School of Graphic Arts, 1946. 231 pp.

The materials in this report represent the work of educators from Arkansas, Louisiana, Oklahoma and Texas. Working individually and in committees, the contributors were guided by subject matter specialists from the four-state area. Presented in outline form.

THE WHY, WHAT, AND HOW OF SOIL CONSERVATION DISTRICTS. National Association of Soil Conservation Districts, League City, Texas, 1951. 9 pp.

A leaflet describing the principles, organization, and objectives of the more than 2,350 districts farmers and ranchers have formed to carry out the actual work of applying conservation measures on the land. In quantities, \$4.25 per 100 copies.

VIRGINIA'S SOILS AND LAND USE. By Alfred L. Wingo. Commonwealth of Virginia State Board of Education, Richmond, Virginia, 1949. 323 pp.

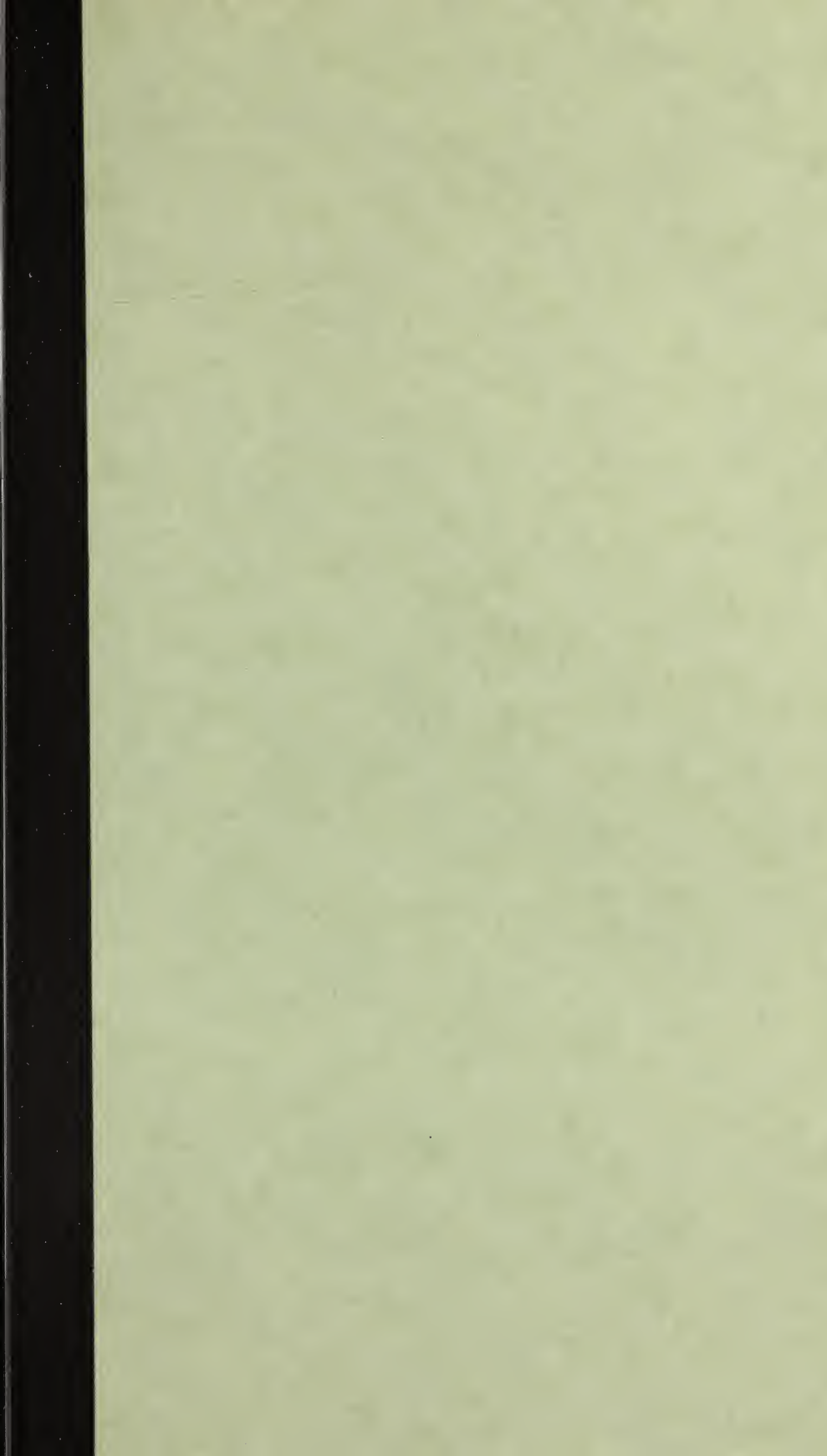
This volume, Virginia's Soils and Land Use, has been written to "channel research" and to serve as a reference or source book--not a textbook--for use in all high school grades.

SOIL CONSERVATION IN WASHINGTON STATE. Issued by the Office of the Superintendent of Public Instruction, Olympia, Washington, 1948. 32 pp., illus.

A guide for teachers in the schools of the State of Washington designed to furnish suggestions for the inclusion of soil conservation education as an important part of the social studies program. The writing of the Guide is the outcome of a workshop for elementary teachers held in Cheney and sponsored jointly by the Eastern Washington College of Education, the State Office of Public Instruction and the U.S. Soil Conservation Service. Presented in outline form.

GUIDE TO CONSERVATION EDUCATION. Wisconsin Cooperative Educational Planning Program, Madison, Wisconsin, 1950. 96 pp., illus.

This resource guide is the result of cooperative effort on the part of the Statewide Conservation Curriculum Committee and a number of state and national consultants. Presented in outline form.



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